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THE INTERNSHIP--AN INNOVATIVE APPROACH TO PROVIDING CONTINUING LEADERSHIP FOR NORTH CAROLINA'S COMMUNITY COLLEGES.

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TO PROVIDE LEADERSHIP FOR NORTH CAROLINA'S 43 COMMUNITY COLLEGES, AN ADMINISTRATIVE INTERNSHIP PROGRAM HAS BEEN ORGANIZED AS A COOPERATIVE EFFORT OF NORTH CAROLINA STATE UNIVERSITY, THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES, AND THE LOCAL COMMUNITY COLLEGES. THE PROGRAM IS IN FOUR PHASES--ORIENTATION, IDENTIFICATION AND ANALYSIS OF PROBLEMATIC AREAS, MAJOR PROBLEM STUDY, AND ADMINISTRATION PRACTICE. METHODS INCLUDE LECTURE, INDEPENDENT STUDY, GROUP DISCUSSIONS, CASE STUDIES, SIMULATED EXPERIENCE, FIELD STUDY, AND PRACTICAL FIELD EXPERIENCE. COURSE WORK INCLUDES STUDY OF THE COMPREHENSIVE COMMUNITY COLLEGE, ADULT LEARNING, PROGRAM PLANNING, CURRICULUM DEVELOPMENT, ORGANIZATION AND ADMINISTRATION, SCHOOL LAW AND FINANCE. SUPPORTING COURSES ARE DRAWN FROM SOCIOLOGY, ANTHROPOLOGY, POLITICAL SCIENCE, ECONOMICS, PSYCHOLOGY, AND PHILOSOPHY. THE INTERN ALSO SELECTS, PLANS, AND DEVELOPS A MAJOR RESEARCH PROJECT. ON COMPLETION OF THE PROGRAM, THE INTERN RECEIVES THE DOCTOR OF EDUCATION DEGREE. THIS ARTICLE IS PUBLISHED IN "ADULT LEADERSHIP," VOLUME 16, NUMBER 6, DECEMBER 1967. (WO)

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The Internship: An Innovative Approach to Providing Continuing Leadership for North Carolina's Community Colleges

By DEWEY A. ADAMS

North Carolina has begun a new program to provide continuing leadership for its forty-three community college institutions. The primary focus of this program is to train present and prospective community college administrators through an integrated internship consisting of coursework, special seminars, inservice education, research and development, and a continuing practical field experience. Innovation, flexibility, and experimentation are cardinal features of this distinctive educational endeavor.

The concept and practice of the internship are not of recent origin. Some form of internship undoubtedly dates to the earliest organized societies of man when most of the existing knowledge was passed from generation to generation through a crude apprenticeship arrangement. Today a more neoteric internship is playing a major role in the training of several groups of professionals especially those who assume key leadership roles in medicine, education, government, business, and industry. In education the internship is used widely in the professional training programs of school administrators. During the 1962-63 school year 1,243 graduate students—312 of them interns—were enrolled in field experience programs.[3] While much writing and many preparation programs appear to embrace strongly the internship, few universally accepted concepts and useful theories and even fewer research studies have dealt with this popular method of preparation of the administrative leader. Regretfully, most of the support for the internship appears to be subjective observations and personal biases. While "learning by doing" followed by the "proof is in the pudding" is a favorite expression of many (including this writer), it is quite lacking in theoretical development and empirical verification. This is not to suggest that the internship should be abandoned. On the contrary, the remainder of this article will deal with an emerging internship program from which it is hoped that new insights will be discovered. It is believed, however, that radically new ideas and approaches must be tried in numerous internship programs to provide a laboratory for the observing of internship behavior. Such observations will provide support and direction for future theory, research, and development. North Carolina's new internship program in community college administration has been planned and developed with careful attention to innovation, flexibility, and experimentation. Through this kind of planning it is believed that not only will the growth of educational leadership be enhanced, but the contribution which the program can make to the professional development of the internship will be increasingly significant.

DR. DEWEY A. ADAMS *is Associate Professor and Supervisor of Internship Program, Department of Adult Education, North Carolina State University. North Carolina has a unique community college system consisting of extension units, technical institutes, and comprehensive community colleges. Each of these three types of educational institutions provides an array of adult education short courses, community educational services, and vocational programs up to two full years in length. In addition, the technical institute provides two-year technician training programs and the comprehensive community college provides two-year technician training programs and college transfer programs through the sophomore level of college.*

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A Framework for Structuring the Internship

Reference was made previously to the limited development of theory and models through which the internship could be described and evaluated. Hopefully, future efforts will result in systematic study of present practice, development of useful theory, and critical observation and scientific analysis. As a point of departure six elements for structuring the internship in community college administration have been selected. These are: concept, identification and selection of interns, selecting and organizing learning experiences, administration of the program, supervision of the interns, and evaluation of the program. A brief review and analysis of the development of each of the six elements follow.

An Innovative Concept of the Internship

Several endeavors have been made to conceptualize the internship in recent years. Most fruitful endeavors appear to have been made under the auspices of The University Council for Educational Administration. Briner espouses a theory based upon the perspectives of the intern participant and his nature of involvement in field experience.[2] Four concerns relevant to training are revealed: (1) depth of perception, (2) breadth of involvement, (3) intensity of involvement, and (4) development of per-

sonal competencies. Two preparation directives grow out of an analysis of these four concerns. First, field experience must strongly complement academic programs, and second, field experience must provide the opportunity for truly practicing administration. The Internship in Community College Administration in North Carolina appears to fulfill these two preparation directives. Perhaps, it goes a little beyond. It is conceived as including *all of the learning experiences* during the training program. Thus the traditional internship, the field experience, is planned as an integral part of the total concept of the internship along with coursework, special seminars, inservice education, research and development and actual job experience. *Theory* and *practice* are combined throughout the program. Since most of the interns are coming from positions of administrative leadership, they enter the program with practice at a very high level. As theory greatly increases, the opportunity to practice is provided through the continuing field experience. Such a field experience is illuminated with case studies, simulated situations, field trips, and special seminars led by the intern supervisor. While practice increases as the intern nears the completion of his program and prepares to return to the field, theory also remains at a moderately high level. Hopefully, through this combination of theory and practice, the continuing development and utilization of theory on the job will be enhanced. Figure One is a diagram of the internship concept showing the combining of theory and practice throughout the four phases of the internship program. These four phases are: Orientation, Identification and Analysis of Problematic Areas, Major Problem Study, and Administration Practice.

A closing note about objectives of the internship appears to be needed. Many internships are conceived and promoted on the basis of services rendered to the host organization. While some beneficial services will undoubtedly be rendered to the cooperating agencies, the primary services are to the *learner*. To the extent that the host organization and the sponsoring university choose to be learners, too, services by the intern will be increasingly beneficial. The specific objectives of the internship are to assist present and/or prospective community college administrators to:

1. Develop and/or increase appreciation for the concept of the comprehensive community college and the administrative process in the community college system.
2. Become knowledgeable in the major areas of administration in the community college system and appreciative of the important relationships among these areas.
3. Become proficient in the utilization of behavioral science theory in identifying, analyzing, and coping with administrative problems.
4. Develop and/or increase proficiency in community analysis, program planning, curriculum development, and program administration in the community college system.

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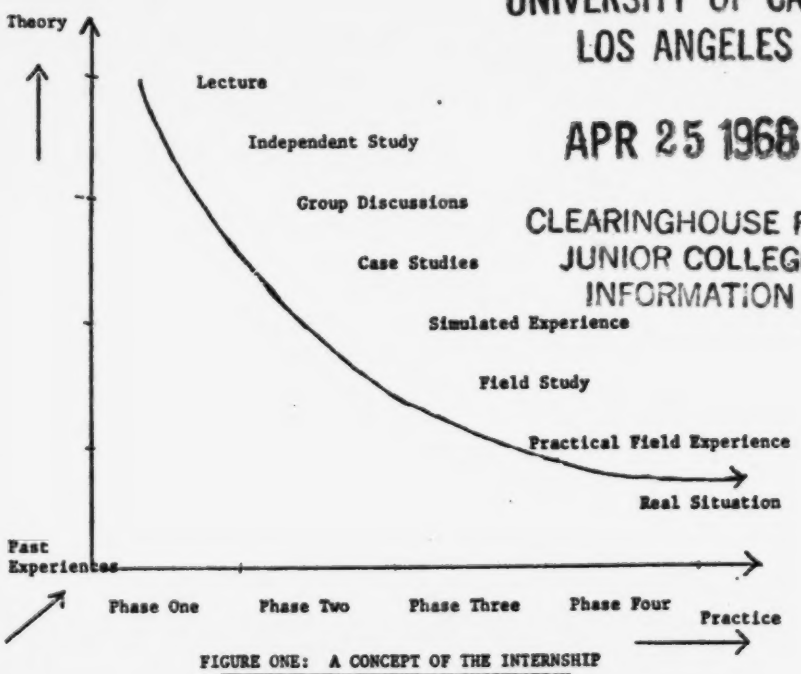

FIGURE ONE: A CONCEPT OF THE INTERNSHIP IN COMMUNITY COLLEGE ADMINISTRATION

Identification and Selection of Interns

Numerous authorities have placed a high value on each of the following behaviors of administrative leaders: making sound decisions maintaining and building morale, managing innovation constructively, communicating effectively, and evaluating successfully.[4] It should follow that an effective program of identification and selection of interns for educational administration should include measures which give some assurance that those selected possess these qualities or the potential for their development. While there is little empirical evidence to support measures presently in use, a number are generally conceded to be of value. Observation of the candidate in a position of administration is thought to be the one most effective measure. Other measures include the Cooperative English Test, the Graduate Record Exam, the Miller Analogies Test, the Watson-Glaser Critical Thinking Appraisal, the Cooperative Test of Contemporary Affairs, and the Test of School Administration and Supervision.[4] Observation is the most important measure used in the community college internship program. This measure is greatly facilitated since most of the interns come from administrative positions where observation is easily facilitated. Other measures used included the Graduate Record Exam, the Miller Analogies Test, and trial graduate programs. Still other measures including sociometics, simulated performance tests, and creativity tests, are under study and consideration.

Selecting and Organizing Learning Experiences

A twentieth century of great change and ferment in all spheres of man's social, economic, and political life has increasingly placed education and educational organizations into constant interaction with all other community institutions and organizations.[1] Today's educational administrator finds himself the leader of an organization which must provide increased educational services for the well being of man in almost every sphere of his life. Such

a leadership position requires a new look at the kind of administrator needed for today's complex education enterprise and the type of preparation program required to develop this leader. We have referred earlier to key administrative processes of decision-making, communicating, innovating, morale-building, and evaluating. To develop proficiency in each of these processes in a complex and changing world, the potential educational administrator must have a thorough and varied experience relating to the kinds of problems he is likely to encounter.[5] Such an experience is planned in the Community College Administration Internship program through the interdiscipline approach to coursework, the inservice education experience, and the practical field experience.

Considerable attention has been given to the selection, development, and modification of course offerings to meet the needs of community college administrators. Major areas in which courses have been planned include:

1. The Comprehensive Community College
2. Principles of Adult Learning
3. Program Planning
4. Curriculum Development
5. Organization and Administration
6. Public School Law
7. Public School Finance and Budgeting

Supporting courses from other disciplines have been identified for inclusion in the intern's academic program. Among these disciplines are: Sociology and Anthropology, Political Science, Economics, Psychology, and Philosophy. Special seminars are provided to acquaint the interns with new developments in community college education, operating policies and guidelines in the North Carolina Community College System, and procedures in local community college institutions. The intern is also expected to select, plan, and develop a major research project designed to contribute substantively to community college education. The inservice education component of the internship is designed to provide supplemental learning experiences for the interns as well as planned educational experiences for practicing community college administrators who are not enrolled. Initial attention is being given to the role of governmental organizations and agencies in cooperation with the North Carolina Community College system. Special monthly seminars are provided in three locations across the State in order that travel time for community college administrators may be held to a minimum. One location is near the North Carolina State University campus for the convenience of the interns. A leader of one organization or agency speaks each month and questions, comments, reactions, and discussion follow each presentation. Tapes and/or written summaries are made of each seminar for possible later use with other interns and administrators.

The nature of the continuing practical field experience was indicated in the innovative concept of the internship. Each intern is assigned to a local community college institution during his internship program. This assignment is viewed as an unusually good opportunity for the intern to bridge the gap between theory and practice. He bridges this gap through a continuing series of very innovative steps. First he identifies the more critical problematic areas of community college administration. Identification is facilitated through a planned schedule of on-campus (University) seminars and on-campus (community college) visits. Other visits and observations such as those in other North Carolina institutions and out-of-state colleges may enhance this problem identification. Next the intern selects a number of these problematic areas for depth study. During his study, the intern brings together all of his learning experiences which may have a bearing on the problematic area. He consults state and local policy manuals, observes in the local community college, and has seminars with local community college leaders. He thus uses an "Open Systems" analysis approach to problem identification, analysis, study, and evaluation. Results are reported and compared with those of other interns.

The practical field experience may also serve as an inservice education contact through which the local institution can keep abreast of developments at the University level and help apprise the University of developments in the field. Such a practical field experience then serves as a triangle of communications among the intern, the community college staff, and the University staff. A number of innovative approaches to articulation and cooperation between the community college and the University may grow out of this arrangement.

A Team Approach in Organization and Administration

A team approach in organizing and administering the internship has been developed in order to benefit from the numerous resources of organizations and individuals concerned with the program. The Department of Adult Education at North Carolina State University, in cooperation with other departments at the University, the North Carolina State Board of Education, the North Carolina Department of Community Colleges, and the forty-three local community college institutions, is conducting the internship program. An Advisory Council comprised of the Chairman of the North Carolina State Board of Education, the Director of the North Carolina Department of Community Colleges, three community college presidents, the Dean of the School of Education and the Dean of the School of Agriculture and Life Sciences at North Carolina State University, the Head of the Department of Adult Education, and the Coordinator of the expanded community college program of the Department of Adult Education was appointed and convened to aid in the initial identification of training needs of community college administrators for both the academic and inservice education phases of the expanded community college program and the identification and selection of interns. Specific attention was focused on problems confronting administrators in the

(Please turn to page 232)

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system and the role that the new program could assume in strengthening the level of professional competence of community college administrators. Procedures were formulated for identifying and selecting interns. Additional meetings are planned periodically for the purposes of evaluating, replanning, and changing program elements as new needs arise.

Special Supervision Through the Continuing Field Experience

A special supervisor of the practical field experience begins work with each intern at the moment he prepares to begin his program. Interns meet periodically with this supervisor throughout their programs to plan, develop, evaluate, and share the practical field experience with other interns and staff members. Efforts are exerted to assist each intern to integrate and assimilate all of the learning experiences of the graduate program. Often when an intern works on a special problem such as philosophy and role, policy and policy-making, or planning and decision-making in the local institution, the supervisor will meet with the intern and key administrative officers to seminar on the special problem. On occasions groups of interns visit community college institutions outside of North Carolina to widen horizons and sharpen vision in community college administration. Interns also participate in statewide and national professional conferences and workshops.

Plans For Evaluation

Useful evaluation must be closely related to objectives and should be continuous throughout a given program. Few educational projects appear to have adequate evaluation. Perhaps this can be traced to a dearth of educational research and development on concepts, methods, and practices in evaluation. Too, it may be evidence of a lack of real concern with empiricism and scientific analysis. The plan for continuous evaluation of the internship program by the Advisory Council has been mentioned. A second idea for evaluation, the simulated (in-basket) administrative experience is under consideration. The in-basket approach and certain evaluation tests may offer our best methods of evaluating preparation programs for future educational administration leaders. Two other methods of evaluation which are being explored include sociometics and creativity testing. A great amount of attention is now directed toward creativity identification and measurement. This human attribute may well prove to be a fruitful area for study and development to replace the unproductive area of leadership traits.

A Closing Note

Upon successful completion of the internship in community college administration, the student is awarded the Doctor of Education. A few highly competent students may use the internship to qualify for the Master of Education.

Arrangements are in process to provide graduate credit for the practical field experience. Credit, however, is but one of the rewards of a meaningful internship experience. Of far greater reward, of more lasting value, are the new concepts discovered, new ideas considered, new contacts made, and new vision developed in a practical field experience which truly provides the opportunity for putting theory to work in practice.

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ALA Votes to Stay in Chicago

The membership of the American Library Association has voted in favor of keeping ALA headquarters in Chicago, it has been announced by David H. Clift, Executive Director.

The vote was 9,781 for remaining in Chicago, as against 6,997 votes for moving the headquarters to Washington, D. C. This vote, taken by mail, was on the question of setting aside the action of the Council of the ALA, which had adopted the recommendations of the ALA Executive Board's Subcommittee on Headquarters Space Needs that ALA headquarters be moved to Washington. A petition signed by more than 300 members of the Association requesting a membership mail vote to set aside the Council action was presented to Council while the 1967 Annual Meeting was still convened in San Francisco. The mail vote followed.

Washington, D. C. Chapter of ASTD Holds Seminar and Workshop

On October 30, the Washington, D. C. Chapter of the American Society for Training and Development presented an all-day seminar and workshop dealing with the significance and application of the *Report of the Presidential Task Force on Career Advancement* and its annex, *Self and Service Enrichment Through Federal Training.*

The seminar design included presentations, structured group discussions, reports, question periods, and general discussion. Participants were from federal agencies, industry, and local universities.

DONALD E. VOELKER is President of the Washington, D. C. Chapter of ASTD.

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